

Evaluation grid: written competences
sources: *lingualevel* & *CECR 2001, 2020*

	Vocabulary	Grammar	Spelling	Text
B2	Has a sufficiently wide range of language to give clear descriptions, express points of view and discuss something. Wording may vary, but some confusion and wrong choice of words do occur and gaps in vocabulary may lead to paraphrasing.	Controls basic grammatical structures quite confidently. Also uses some more complex structures, but sometimes makes minor mistakes.	Can write texts fairly correctly on a variety of topics related to his/her field of interest; minor spelling mistakes occur.	Can describe experiences and events of interest to him/her in clear detail; can comment on various topics and give good reasons for his/her views. The texts are coherent and generally clearly structured; “jumps” may occur in longer texts.
B1.2	Has a sufficiently wide range of linguistic resources to describe everyday situations quite precisely and to express personal thoughts on topics such as sport, music or film.	Has a broader repertoire of common, simpler grammatical patterns and structures, e.g. word order in declarative and interrogative sentences, introduced subordinate clauses, negation, and can use them quite correctly.	Can also write longer texts and texts on more general subjects so correctly that they can normally be easily read. Punctuation can be done according to his/her native language habits.	Can also write longer connected texts on topics of interest to him/her, e.g. asking precise questions, giving more precise reasons, describing feelings and emphasizing details. Purposefully uses common means such as, but, because, since, while to connect sentences and clauses; can use different types of sentences, vary sentence patterns and divide the text into paragraphs.
B1.1	Has a large enough vocabulary to explain the main aspects of an idea or problem in a familiar area (e.g. media use). However, this repertoire does not suffice to express oneself with sufficient precision in relation to more complex issues or unfamiliar topics.	Can use different forms of verbs to indicate temporal relationships, but still makes frequent mistakes.	Can write correctly enough to be able to understand most of what is written; Influences of the first language or other languages on the spelling may be obvious, e.g. <i>kilomètre</i> instead of <i>kilomètre</i> ; <i>prize</i> instead of <i>price</i> .	Can (re)tell short stories and write personal letters using pronouns and adverbial expressions to establish personal, temporal and spatial coherence. Can write connected text on familiar matters and subjects related to his/her field of interest (e.g. description, report, opinion) expressing and justifying opinions or giving advantages and disadvantages in a simple way.

	Vocabulary	Grammar	Spelling	Text
A2.2	Has enough commonly used language to write shorter, linear text on familiar topics; but occasionally has to restrict what he/she wants to express	Uses a range of different common structures and sentence patterns (e.g. infinitive clauses) partly correctly and partly with strong first language influences; in rarer structures, grammatical errors are quite common.	Even in shorter texts, he often makes spelling mistakes such as duplication, omission or confusion of consonants, omission of the silent "e", wrong accentuation; gross spelling mistakes are rare.	Can write a short narrative or short (fictional) biography; uses devices such as questions, direct speech and temporal expressions (e.g. then, later, at the beginning) to structure the text. Can briefly describe, in simple sentences, an activity of his/her own, a personal experience or an event of importance to him/her; occasionally tries to connect the sentences with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .
A2.1	The vocabulary is sufficient to communicate in writing with the help of a few paraphrases on topics such as family, hobbies, interests, school, travel; vocabulary-related repetitions, inaccuracies and formulation difficulties are sometimes obvious	Uses common conjugation forms of important verbs in the present tense, but often makes mistakes.	Can write short texts on familiar occasions (e.g. invitations, response to invitations) fairly correctly overall; Spelling mistakes can still be quite common.	Can make very simple lists in short texts, connecting the words with <i>and</i> or commas.
A1.2	Has a small number of common words and phrases with which he/she can, for example, make entries in the exercise book or in the agenda and write short messages about personal preferences.	Can use a few simple grammatical patterns reasonably correctly, e.g. word order in simple declarative sentences.	Can copy words and short sentences from texts that are important to him/her, e.g. invitation, thank you card, study plan; can use these sentences to form analogous sentences with their own words, but often makes mistakes	Can give some personal information in a bulleted form, e.g. for a profile; uses short sentences with a fixed pattern, e.g. <i>J'ai 13 ans. I love horses.</i>
A1.1	Can note a few single words; can, for example, enter personal information in lists and label pictures or sketches with well-known people and objects. Has a very limited repertoire of individual words and phrases to make contact in a very simple way in writing and to give and ask for short personal information.	Uses a few forms of words such as single conjugation forms and plural markers, but unsystematically. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	Can write some words and short phrases, but converts sounds into letters in an unsystematic way or uses his own rules. Can write words from his/her oral vocabulary as he/she hears them; the spelling only partially follows the target-language orthography.	Can make short lists with known words (e.g. shopping list), label pictures or sketches and complete forms with personal information.
Pre-A1	Can use isolated words and basic expressions in order to give simple information about him/herself.	Can employ very simple principles of word order in short statements.		